

## DEVON FOREST ELEMENTARY

1127 Dorothy Street  
Goose Creek, SC 29445

**GRADES** K-5 Elementary School

**ENROLLMENT** 931 Students

**PRINCIPAL** Christen Mitchum 843-820-3880

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
10	62	24	1	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Unsatisfactory	N/A
<b>2002</b>	Good	Below Average	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No

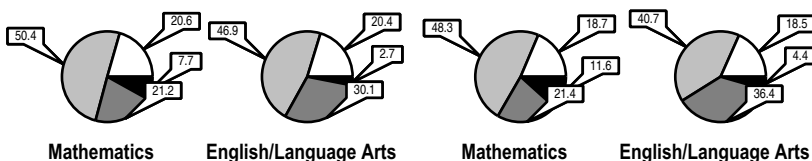
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

62.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	495	99.2	19.7	47.2	30.2	2.9	47.7	Yes	Yes
<b>Gender</b>									
Male	263	98.5	25.5	48.1	24.7	1.7	38.7		
Female	232	100.0	13.4	46.3	36.1	4.2	57.4		
<b>Racial/Ethnic Group</b>									
White	340	98.8	19.0	45.5	31.9	3.5	50.3	Yes	Yes
African-American	123	100.0	20.9	53.0	24.3	1.7	42.6	Yes	Yes
Asian/Pacific Islanders	11	100.0	20.0	50.0	30.0	0.0	40.0	I/S	I/S
Hispanic	16	100.0	25.0	50.0	25.0	0.0	25.0	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	406	99.5	14.8	48.2	34.2	2.7	52.8		
Disabled	89	97.8	42.5	42.5	11.3	3.8	23.8	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	495	99.2	19.7	47.2	30.2	2.9	47.7		
<b>English Proficiency</b>									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	488	99.2	19.8	47.0	30.3	2.9	47.9		
<b>Socio-Economic Status</b>									
Subsidized meals	232	100.0	26.7	49.5	22.3	1.5	35.0	Yes	Yes
Full-pay meals	263	98.5	13.9	45.3	36.7	4.1	58.4		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	495	99.8	20.9	50.2	21.1	7.7	43.6	Yes	Yes
<b>Gender</b>									
Male	263	99.6	22.3	50.0	19.3	8.4	40.8		
Female	232	100.0	19.4	50.5	23.1	6.9	46.8		
<b>Racial/Ethnic Group</b>									
White	340	99.7	18.2	48.2	24.6	8.9	49.2	Yes	Yes
African-American	123	100.0	28.7	57.4	12.2	1.7	28.7	Yes	Yes
Asian/Pacific Islander	11	100.0	20.0	30.0	30.0	20.0	60.0	I/S	I/S
Hispanic	16	100.0	25.0	58.3	8.3	8.3	16.7	I/S	I/S
American Indian/Alaskan	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not disabled	406	99.8	14.0	52.4	24.7	8.9	50.3		
Disabled	89	100.0	52.4	40.2	4.9	2.4	13.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	495	99.8	20.9	50.2	21.1	7.7	43.6		
<b>English Proficiency</b>									
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	488	99.8	21.0	49.8	21.4	7.8	43.8		
<b>Socio-Economic Status</b>									
Subsidized meals	232	100.0	29.6	51.9	14.6	3.9	33.5	Yes	Yes
Full-pay meals	263	99.6	13.7	48.8	26.6	10.9	52.0		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	146	99.3	15.4	33.8	45.4	5.4	50.8
	<b>Grade 4</b>	174	100.0	19.5	47.7	30.9	2.0	32.9
	<b>Grade 5</b>	190	98.9	38.7	52.0	8.7	0.6	9.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	167	100.0	13.7	37.3	42.9	6.2	49.1
	<b>Grade 4</b>	141	98.6	17.0	53.3	28.1	1.5	29.6
	<b>Grade 5</b>	189	98.9	29.2	52.8	17.4	0.6	18.0
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	146	99.3	18.5	60.0	16.2	5.4	21.5
	<b>Grade 4</b>	174	100.0	12.1	43.6	22.8	21.5	44.3
	<b>Grade 5</b>	190	100.0	37.1	48.6	12.0	2.3	14.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	167	100.0	19.3	57.1	19.3	4.3	23.6
	<b>Grade 4</b>	141	99.3	17.6	49.3	25.7	7.4	33.1
	<b>Grade 5</b>	189	100.0	27.2	46.1	16.1	10.6	26.7
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 931)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.5%	Down from 3.6%	3.0%	2.7%
Attendance rate	95.8%	Up from 95.5%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.9%		4.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	5.7%		3.6%	3.5%
Eligible for gifted and talented	14.1%	Down from 14.5%	15.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	10.4%	Up from 9.9%	9.1%	8.2%
Older than usual for grade	1.4%	Up from 1.3%	0.8%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 60)				
Teachers with advanced degrees	50.0%	Up from 44.6%	52.0%	51.4%
Continuing contract teachers	93.3%	Up from 81.5%	90.1%	87.5%
Highly qualified teachers**	92.7%	N/A	94.4%	95.0%
Teachers with emergency or provisional certificates	1.8%		0.0%	0.0%
Teachers returning from previous year	87.1%	Down from 87.3%	88.2%	86.7%
Teacher attendance rate	93.6%	Down from 93.7%	95.0%	94.9%
Average teacher salary	\$41,103	Up 5.1%	\$40,884	\$40,760
Prof. development days/teacher	6.9 days	Down from 12.6 days	12.4 days	12.4 days

School				
Principal's years at school	1.0	Down from 11.0	5.0	4.0
Student-teacher ratio in core subjects	20.8 to 1	Up from 19.9 to 1	19.3 to 1	18.9 to 1
Prime instructional time	87.7%	Down from 88.1%	90.2%	90.0%
Dollars spent per pupil*	\$5,750	Up 8.9%	\$5,838	\$6,044
Percent of expenditures for teacher salaries*	62.5%	Up from 59.9%	65.7%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Devon Forest Elementary, located in Goose Creek, serves a diverse population of over 900 students in Child Development through fifth grade. The 2003-2004 school year brought positive growth and accomplishments to our school. The most significant area of improvement was that PACT scores showed an increase in math in most grades. We are committed to raising scores in all grades and subjects.

Students performing below basic on PACT were served in a tutorial program after school. Advanced tutorial classes were also offered for students showing high academic achievement. Over twenty computers were purchased for classrooms and a variety of computer software were purchased through Title 1 funds to enhance specific skill areas. Site licenses were purchased for reading comprehension and early reading skill building. Increased emphasis was placed on problem solving and critical thinking.

Nine teachers at Devon Forest are now National Board Certified, with three others seeking certification presently. Over 50% of the staff has at least a master's degree and several others are enrolled in graduate programs at this time. All regular and special education teachers are now trained in the Cunningham Model, Foss Science kits, and "Six Plus One" writing traits. Three teachers received EIA and Foundation Grants to provide additional supplies for their classrooms and enhanced their academic program.

Parent involvement was expanded. Title 1 funds supported a School-Wide Facilitator and a part-time Parents and Teachers coordinator to serve our school. Programs implemented included a school-wide reading program, a behavior incentive program, and an academic recognition program. Increased home-school communication was initiated through more consistent use of the school agendas in grades 1-5 and weekly folders in K-5. Everyday Math nights, writing nights, and science nights were held to provide a better understanding of the curriculum for parents. A school-wide science fair involved more students than ever before in working with the scientific method.

Students participated in All-County Chorus and the Carowinds Music festival, receiving a "Superior" rating. Many classes were involved with Kids Who Care projects, Junior Achievement, and Wee Deliver Postal Service. Students also participated in the Greater Goose Creek Spelling Bee, Special Olympics, and STEP Programs. Parents, community liaisons, and teachers were more involved throughout this year, serving on our Title 1 Advisory Board, setting goals for the future, and developing additional ways to identify and serve our students' needs.

Cristen C. Mitchum, Principal

School Improvement Council - Amanda Prince, Jennifer Bowen, Jamie Hilton, Toschia Moore, Audra Watson, John Wittchow, Jim Schierra, Alicia Gantt, Susan Denton

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	57	170	155
Percent satisfied with learning environment	96.4%	88.1%	86.3%
Percent satisfied with social and physical environment	94.6%	86.3%	90.2%
Percent satisfied with home-school relations	83.9%	85.9%	64.2%

\*Only students at the highest elementary school grade level at this school and their parents were included.